

SC Annual School Report Card Summary

Mill Creek Elementary School
 Richland School District One
 Grades: PK-5 Enrollment: 379
 Principal: Dr. Charles A. DeLaughter
 Superintendent: Dr. Percy A. Mack
 Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Good	TBD	TBD	B	N/A
2011	Average	Average	N/A	N/A	Not Met	N/A
2010	Below Average	At-Risk	N/A	N/A	Not Met	N/A

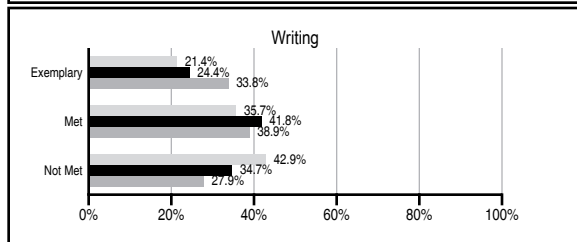
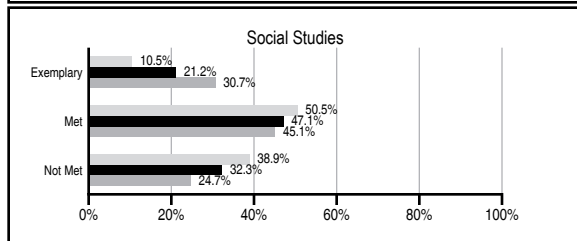
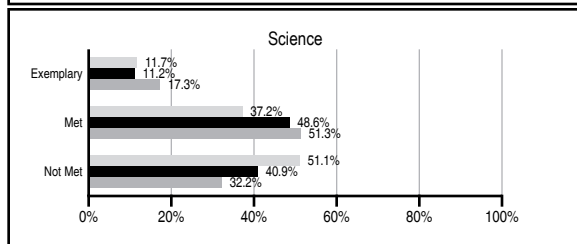
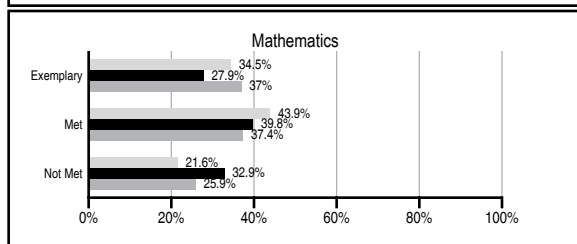
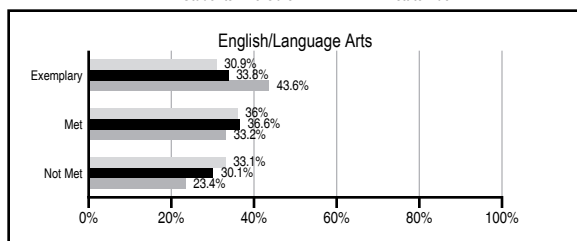
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
9	18	96	20	6

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Mill Creek Elementary School [Richland School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=379)				
Retention rate	1.5%	Up from 0.0%	1.3%	1.0%
Attendance rate	96.7%	Up from 96.3%	96.2%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 53.3%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.7%	Down from 84.5%	87.8%	88.7%
Teacher attendance rate	93.1%	Down from 94.8%	94.9%	95.1%
Average teacher salary*	\$48,971	Up 4.8%	\$46,102	\$47,210
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	6.7 days	Down from 8.1 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 19.1 to 1	19.1 to 1	20.0 to 1
Prime instructional time	89.4%	Down from 90.3%	90.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 74.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,690	Down 0.2%	\$7,590	\$7,247
Percent of expenditures for instruction**	76.3%	Down from 77.4%	67.4%	68.2%
Percent of expenditures for teacher salaries**	73.1%	Up from 70.2%	63.8%	65.7%
ESEA composite index score	88.4	N/A	88.5	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	45	23
Percent satisfied with learning environment	82.8%	61.4%	60.9%
Percent satisfied with social and physical environment	70.0%	60.0%	73.9%
Percent satisfied with school-home relations	53.3%	86.7%	72.7%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the 2011-2012 school year, Mill Creek Elementary witnessed significant improvement in student learning as measured by the Palmetto Assessment of State Standards and other valid assessments. Gains in achievement enabled the school Absolute Report Card Rating to move from Below Average to Average. More dramatically, the Growth Rating improved from At Risk to Average. The 2011-2012 school term marks the second year of new school leadership by Dr. Charles A. DeLaughter.

Mill Creek Elementary School continues to work on full implementation of carefully selected strategies put in place to improve student learning. First, departmentalization at grades three through five is becoming part of the school culture that supports innovative ideas and procedures. Second, teachers continue to receive targeted and specific professional development during the school day and after school. The principal provides goals for these opportunities of professional development as well as monitor for integration of best practices into instruction on a consistent basis. Third, clearly expressed expectations for improvement in student learning are enmeshed into the school culture. Stakeholders including parents, faculty and staff are reminded on a frequent basis that continual improvement in student learning is "priority one" at Mill Creek Elementary.

Several data sources collected across the school year suggest a measure of success from implementation of target strategies listed above. As an example, beginning of the year and mid-year administrations of MAP reveal substantive gains in reading and math. In similar fashion, students in grades two through five realized growth in literacy as measured by SuccessMaker Lab data. The school is making advances with using information from Common Assessments to guide instructional decisions. Quarterly recognitions at Honor Roll Assemblies indicate improvement in student participation in the school-wide Accelerated Reader Program, Duke University Tip Scholars as well as school based academic honorees. Mill Creek Elementary must continue to address several challenges in order to maintain a momentum of continual school improvement. First, the school must deliver instruction designed to meet the needs of Gifted and Talented students on a full-time basis. A full-time Gifted and Talented Education program will provide broader access to students who may qualify for extended learning opportunities. The principal is pleased to announce that a full-time Gifted and Talented endorsed teacher has been retained for the 2012-2013 academic year. Second, students with identified special needs must be integrated into the regular curriculum to the fullest extent possible as provided in Individual Education Plans. High quality, on-going professional development is pivotal to progressive improvement in this area. Third, Mill Creek Elementary must continue to make improvements in the percentage of male students who achieve at high levels. The structuring of classrooms to address learning styles and other needs of male students is foundational to progress in this domain. Fourth, parents and the school community must partner to find ways to reduce the unacceptably high student tardy rate among a small proportion of the student body. The primary goal of continual improvement in student learning is seriously compromised when valuable instructional time is lost to chronic tardiness. At Mill Creek, learning at high levels by all children is a firm, uncompromised goal.

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status